

Glossary of Terms for Educator Evaluation

Term	Definition
ADEPT	A general overall term for the SC system for Assisting, Developing, and Evaluating Professional Teaching as adopted from time to time by the State Board of Education pursuant to S.C. Code §§ 59-26-30(B), -40. This term describes both the existing teacher evaluation system in SC and the one being amended pursuant to the ESEA waiver provisions, which includes the applicable ADEPT <i>processes</i> of induction, annual and continuing contract teachers. ADEPT is the “system” of assistance and evaluation, not a “process”.
Classroom Value Add (CVA)	Average growth of students for a particular teacher in a particular class compared to expected (anticipated) growth, as determined by a statistical formula taking into account set factors.
Family Input Measure	Surveys or other measures adopted at the option of a school district as part of educator evaluation. Examples may include parent surveys, or student surveys, and the like.
GBE	Goals-Based Evaluation – annual (ongoing) evaluation of continuing contract teachers based upon collaborative goal setting. The teacher is not to work on any more than three goals at any one time during the evaluation period. (They may establish several goals, but can only be required to work on <i>no more than three goals at one time</i>).
Observation	An unannounced unbiased classroom visit, conducted by a trained observer using an approved rubric, for the purpose of evaluating teachers’ ability to implement effective instructional and non-instructional teaching practices. Currently, a number of approved observation rubrics are used across the state (e.g., SAFE-T, TAP, and rubrics being studied as part of SCDE’s pilot). The SCDE has issued a Request for Proposals (RFP) for selection of a rubric; that process is underway but not complete.
SAFE-T	The process for (formal) summative evaluation of teachers used to determine eligibility for advancement to the continuing contract level and the professional license. This process includes a long-range plan, unit work sample, teacher reflection on instruction and student learning, professional self-assessment, classroom observation, professional performance review, and a professional development plan.
Value Add Measures (VAM)	Value-added analysis is a statistical method that helps educators measure the impact schools and teachers have on students’ academic progress rates from year to year by examining changes in student test scores.
Classroom Value Add	Average attained growth of all students in a particular classroom compared to expected (anticipated) growth on statewide assessments.
School-Wide Value Add	Average attained growth of all students in a school compared to expected (anticipated) growth on statewide assessments.
Student Growth	For purposes of the ESEA Waiver, the definition of Student Growth

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	<p>is:</p> <p><u>Student Growth</u>: “Student growth” is the change in student achievement for an individual student between two or more points in time. Methods of measuring Teacher Student Growth include, but not necessarily limited to, Classroom Value Add (CVA) and Student Learning Objectives (SLOs). A teacher’s student growth measure may include cumulating CVA and/or SLOs across multiple classes taught in whole or in part by that teacher. For the purpose of this definition, student achievement means—</p> <ol style="list-style-type: none">1. For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student’s score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA. <p>For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives (SLOs); student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.</p>